PUAD-610.001 Management Analysis

Course Syllabus

American University
School of Public Affairs
Department of Public Administration and Policy
Spring 2014
Instructor: Anna A. Amirkhanyan, Ph.D.
Wednesdays, 5:30 PM – 8:00 PM
Location: Ward 306

INSTRUCTOR'S CONTACT INFORMATION

Office:	Ward, 324
Email:	amirkhan@american.edu
Instructor's Phone:	(202) 885-6289
AU information line:	(202) 885-1100
Office Hours:	By appointment (appointments made via email)
Skype Account:	anna.a.amirkhanyan (by appointment only)
Note:	I prefer to be contacted via email.

COURSE DESCRIPTION

The objective of this course is to integrate, enhance, and reflect upon the knowledge gained throughout the MPA program. This will be accomplished by applying multiple analytical frameworks to the contemporary challenges facing public and nonprofit managers. We will begin this course by reviewing the history of public administration scholarship and identifying the main approaches to the key questions and debates proposed by the schools of Scientific Management, the "Orthodoxy," The New Public Administration, New Economics of Organizations, Constitutionalism and Neo-Constitutionalism, New Public Management (NPM), Collaborative Public Management, and New Public Service. Next, we will remind ourselves of the key concepts and theories pertaining to organizational structure, organizational culture, leadership, motivation, and organizational performance. We will examine the strategies of "political management", acknowledging intra-organizational coalitions, interests, and power distribution, as well as influences from the governments' external eco-systems, including the U.S. Congress, the courts, the presidency, and the interest groups. We will focus particularly on the democratic context of public management, exploring accountability pressures facing public organizations. We will re-discover the key elements of the New Public Management movement, including privatization and performance measurement. We will also discuss the emergence, the role and the effectiveness of networks and other collaborative inter-organizational arrangements. Students completing this course should be able to know, articulate and apply key public administration theories and concepts to the analysis of the issues and events occurring in the public and nonprofit sectors. They should also be familiar with the recent public-sector reform movements. The deliverables of this course include in-class case study discussions and simulations; two written memos; and a semester-long project reflected in a term paper and a related presentation.

LEARNING OUTCOMES

In this course, students will improve their ability to
1. critically examine and analyze various public and nonprofit sector phenomena, as well as the literature pertaining to these phenomena;
2. apply numerous organizational theories to better define and understand the sources of organizational problems;
3. propose a set of strategies and solutions to improve organizational and individual performance in the public and nonprofit sectors;
4. articulate the key findings of public administration research focusing on the topics of performance, privatization, collaboration, New Public Management, and others;

5. conduct primary data collection (e.g., design surveys) and literature review, and summarize findings in a research paper or a professional memo;
6. advise public administration practitioners on various aspects of organizational management;
7. present all of the above in memos, reports, and oral presentations.

COMPETENCIES GAINED AND ENHANCED

In this course, you will enhance the following competencies:
1. How to lead and to manage public organizations;
2. How to analyze, synthesize and think critically while solving problems and making decisions;
3. How to articulate and apply a public service perspective;
4. How to communicate and interact productively productively with diverse and changing workforce and citizenry (if applicable to your Capstone topics);
5. How to contribute to the policy process (if applicable to your Capstone topics).

READINGS

The following texts will be used in this class. Items 1-4 are available for purchase from the university bookstore. For discounts, also visit www.half.ebay.com or amazon.com.

Required

1. Lee Bolman and Terrence E. Deal, *Reframing Organizations: Artistry, Choice, and Leadership* (latest ed.). San Francisco: Jossey-Bass. Latest edition.

2. Louis C. Gawthrop, *Public Service and Democracy: Ethical Imperatives for the 21st Century*. New York: Chatham House Publishers. Latest edition.

3. Each week students will read a case study (i.e., a short description of a management challenge requiring analysis) posted on the Blackboard web site. Case studies assigned to each session are specified in the Course Outline section of this syllabus. These cases will be discussed in class[1].

Optional

4. A CD with optional readings (mostly, research articles published in peer reviewed journals, assembled by your instructor) will be distributed to each student (free of charge). Articles relevant to each session are categorized into folders. Instructor's intention is to give students a small personal "public administration library" to which students could refer in their future careers. The disk includes over 200 research articles published in the top public administration journals.

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[1] Case study analysis is an important component of this course. Each week we will read one case at home and discuss it in class. Most cases focus on management decisions pertaining to the main topics covered in the course. Our in-class discussions of cases are not graded and are aimed at developing the skills to analyze a case using various analytical frames reviewed in this course and provide recommendations derived from the lectures, readings and personal experience.

GRADING

The final course grade will be based on the following items:
1. **Capstone project and its presentation** (35% of the final grade: <u>paper 30%</u> and <u>presentation 5%</u>)
2. **Memo #1** (<u>25%</u> of the final grade)
3. **Memo #2** (<u>25%</u> of the final grade)
4. **Class participation** (15% of the final grade; <u>peer-graded</u>).

LETTER GRADE	4.0 Scale	PERCENTAGE EQUIVALENTS USED IN GRADING
A+ (Excellent)	4.0	97-100% correct
A (Excellent)	4.0	94-96.99% correct
A-	3.7	90-93.99% correct
B+	3.3	87-89.99% correct
B (Good)	3.0	84-86.99% correct
B-	2.7	80-83.99% correct
C+	2.3	77-79.99% correct
C (Satisfactory)	2.0	74-76.99% correct
C-	1.7	70-73.99% correct
D (Poor)	1.0	60-69.99% correct
F (Failure)	0	Below 59.99% correct

Late Submissions
All assignments must be submitted on time. There will be a 5 point reduction in the assignment grade associated with each day of delayed submission. E.g., an A+ memo submitted 24 hours after the deadline will be worth 20, rather than 25 points. Exceptions will be based on serious health and family emergencies. Please, inform the instructor of these issues <u>as soon as they occur</u> if you think they are likely to affect your course work.

MPA REFLECTIVE ESSAY
Completion of MPA degrees is contingent upon students' passing their MPA Reflective Essays. <u>While not being part of this course</u>, MPA Reflective Essay is traditionally written during the final semester of studies, and it is evaluated by your Capstone instructor on Pass/Fail basis. Reflective essays do not affect your grade in this course. A more detailed handout is posted on Blackboard and will be distributed in class.

CAPSTONE PROJECT and ITS PRESENTATION
(paper 30% and presentation 5% of the final grade**)**

Motivation for the Project
This project has been designed to:
- provide graduating MPA students with additional exposure to the world of practice;
- help students make new contacts with practitioners in various service areas;
- provide a link between theory and practice;
- help students think about the gaps in the knowledge that has been obtained during the past two years, and address these gaps by reaching out to the practitioners;
- get additional exposure to group work;
- practice survey design and administration, as well as qualitative data analysis;

- gain more in-depth knowledge of a subfield within public administration and public policy.

Brief Description of the Project
Working in groups, students will develop a research question on an important issue affecting public or nonprofit organizations. They will design a survey or interview questionnaire, administer it to public or nonprofit-sector respondents and write a paper based on their findings as well as some literature review. This project will involve numerous 15-30 minute *in-class* discussions (already incorporated by the instructor into the regular sessions) and a limited amount of out of class work and communication (mostly by email).

Outline of the paper
As a result of the work, detailed below, each group will write a paper that will
1. clearly explain its objective and provide a motivation for the topic of your choice (1-2 pages);
2. provide a short review of the existing literature on the topic using research articles, government reports, and media accounts (2-3 pages);
3. describe the methodology of your study: survey design and qualitative data analysis (1 page);
4. describe and analyze the findings of the survey [that students will conduct] using the knowledge gained while in the MPA program (10-12 pages);
5. Provide a conclusion for the study. Students will lift their vision from the factual findings and think about how their analysis is related to the broader public administration questions. Conclude by stating what you've learned in the project (less than 1 page).
6. include an appendix with the survey questionnaire, respondent names and titles;
7. include a bibliography with at least five (properly cited) external sources[2].

Format Specifications *(see more in the Writing Style section of the syllabus)*
Your paper should not exceed 25 pages (references and appendices will not count towards this limit). It should be typed in Word, on a letter size paper with one-inch margins, double-spaced and using "Times New Roman" 12 pt font size.

Detailed Description of the Project
This is a semester-long capstone project based on some in-class discussions, email communication, and primary data collection conducted outside of class. During session 1, the instructor will collect information about students' preferences using a brief informational card. Using that information, groups of 5-6 students will be formed. During each session, each group will have 15-30 minutes to make progress on their capstone projects. I suggest that you structure your work as follows:

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[2] Your bibliography can follow any citation style including the APA or Chicago Manual. I recommend using the optional articles provided by the instructor. You can also access the following peer-reviewed public administration journals: Public Administration Review (PAR), Journal of Public Administration Research and Theory (J-PART), American Review of Public Administration (ARPA), and Journal of Policy Analysis and Management (JPAM). These journals are available electronically through the AU Library web site (e.g., through the *Proquest* database).   In addition, you can use government reports, newspaper articles and other sources. Be advised that information posted on *Wikipedia* is often unreliable and inaccurate. Hence, I do not recommend using this source.

Sessions 2 and 3. Introductions of team members. During these two sessions students in each group will collectively select a topic or a question for their capstone project. Think of a real, recent issue facing a local, state, or federal public or nonprofit organization. I will expect each student to propose 1-2 issues for the whole group to work on. The group will collectively look for overlaps in the areas proposed by each student and do additional research before finalizing their choice. A good topic allows all students to investigate political, structural, cultural, legal, personal and ethical aspects of organizations; one that was not sufficiently covered in your MPA program; and, one that could be illuminated through interactions with the practicing professionals. Examples of capstone topics that have been used by the previous cohorts include:

"How can public administrators better use information technology to manage and encourage citizen engagement?"
"Cloud Computing: What are the managerial implications of this Federal initiative?"
"District of Columbia Public Schools: How can the Central Office be reformed?"
"A Crisis of inaction: What are the ways to resolve a gridlock over immigration policy and one local government's response?"
"How can performance measurement of USAID be improved?"
"What do we know about effective ways to build emergency preparedness collaborative networks?"
"What are the culture, leadership and staffing related challenges of the Foreign Service Officer Corps (1924-present)?"
"What are the organizational and environmental factors that affect the efficiency of federal contracting?"
"What are the organizational challenges of the Hawaii County Solid Waste Management?"
"How can participatory budgeting be used effectively as an innovative budgeting tool?"
"How can the anti-human trafficking task force collaboration be enhanced?"
"What are the contemporary problems and solutions to nonprofit recruitment and retention?"
"How do we repair the accountability and reward system of the TSA?"

The instructor will not constrain students' selection of the topic in any way: students may focus on any public or nonprofit management issue. At this point, most students will have a special interest in one or more aspects of public management and public policy[3]. Use your interests to guide your research but do not feel constrained by them. If you need feedback on a tentative topic, please do not hesitate to contact the instructor. However, please, first do your "homework": the instructor will not "assign" you a topic, instead, you will discuss the options that you have researched independently, and the instructor will make suggestions on how to refine your inquiry.

By the end of session 2, I would like students to narrow down their choices to two or three top themes/areas, and then go home and conduct more research on these options.
At the end of session 3, based on the research conducted at home, the final topic should be selected. After session 3, students should read more literature on the chosen topic: learning more about the background of the issue and identifying specific gaps in our knowledge.

Session 4. Now that you have done some reading on the topic of your choice, discuss three questions: What do we know? What questions do we still have? Who can we (feasibly) interview to get answers to these questions? Once these questions are answered, begin working on a short survey questionnaire that would be administered to a small

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[3] In this course, we acknowledge the inherent link between policy and administration. However, while I do not discourage your from conducting a "policy analysis" or "policy research" (especially, if your MPA concentration happens to be in public/social policy), I strongly recommend focusing on managerial and organizational issues. Your term papers should discuss specific organizations and specific actions that public (nonprofit) managers take and decisions they face.

sample of practicing professionals. Your questionnaire should include about 10 open ended questions. Do not include any structured questions (ones that have predefined response categories measured on a Likert scale, e.g. "strongly agree", etc.; or those requiring just "yes" or "no" answers). Instead, ask questions that require more descriptive, expanded answers: the "why", "what" and "how" questions. Please, note that you should administer the same interview questionnaire to all respondents.

After session 4, at home, finalize your questionnaire (communicate by email) and, when it is ready, email it to the instructor for feedback.

Session 5. Think about the strategies to reach your respondents. You may use laptops during in-class discussions to facilitate your work. Note: When contacting prospective respondents, do not ask for an "interview", rather explain that you are working on a project for a graduate-level course in public management, and you would appreciate an opportunity to ask several questions. If necessary, the instructor will give you a letter verifying your assignment. Each member of the group should interview at least 2 respondents. An ideal case would be to interview individuals in the same line of work, e.g., teachers; or human resource directors; or individuals involved in a particular collaborative project. Respondents may be public and nonprofit managers or their staff or, in some cases, the clients. Discuss the general strategy for reaching your respondents and divide the responsibilities.

Session 7, 8, and 9. At home: Administer your surveys. Each member of the group should interview at least 2 respondents. Some tips for data collection: go over *all* survey questions. Do not skip any questions. Do not interrupt your respondents – listen, take notes, and ask clarifying questions (e.g., What do you mean? Can you explain that more? Can you give me an example?). While discussing each question of your survey, encourage your respondents to provide examples or illustrations. Take notes during the interview. After each interview, make sure to record interviewee's name, work title, and gender, and write down any notable impressions you may have.
In class: continuously share, review, and discuss the data you've collected. Every student is responsible for carefully reading not only their own interview notes, but also the notes of other students in their group.

Sessions 11 and 12. Think about how to structure your paper. Review the expectations in the "Outline of the Paper" section of the syllabus, above, and distribute the responsibilities for writing different sub-sections and editing it at the end. Here is one possible approach: student 1 writes the introduction and the lit review; student 2 writes methods and conclusion sections; students 3, 4, and 5 work on the analysis; then, all students re-read and edit the paper with one student taking the lead. For students who are working on the analysis, I suggest dividing their work by questions: e.g., one student will read and analyze responses to questions 1-3 *from all interview notes*, and the other two students will work on questions 4-6, and 7-10 respectively. In class, the instructor will conduct brief NVivo workshops to train you to perform qualitative data analysis.

Session 13: No formal class will be held. This time is reserved for each group to meet either in our usual classroom, computer lab, or library, and (1) discuss and finalize the paper and (2) collectively work on the presentation of the paper to be delivered during Session 14.

Additional oral directions will be provided by the instructor during each session. Through the week, students are encouraged to contact the instructor by email or phone if they have any questions on how to conduct the survey, structure the paper or if they need feedback on their progress.

A Brief Note on Working in Groups
Here are some suggestions on you group process.
1. Before convening each meeting make sure to establish some meeting objectives, e.g., "here is what we plan to accomplish today: A, B, C."
2. Minimize any distractions or social conversations during your meetings. Your meetings will be shorter, and you can still interact after class, if you wish.
3. Be respectful and courteous to others throughout your group work (e.g., allow everyone to express their opinions); watch your body language, sitting arrangements and other factors to make sure no one feels "excluded" from the process.
4. You may (or may not – your decision!) want to choose a group facilitator who can "moderate" your meetings and move the process forward.
5. By the end of the meeting, discuss what each group member will be responsible for in terms of tasks to be accomplished in between meetings.
6. Designate one person as a "data manager," and email him/her all literature review sections, interview notes, etc. You can also use Blackboard. If you would like to have a Blackboard discussion forum for your group, please, let the instructor know.
7. It is unacceptable to come to a meeting unprepared or not willing to participate in the discussion. All students should do, roughly, the same amount of work. Please, note that if your teammates express continuous concerns about your individual performance, I may ask you to verify your individual contribution. Hence, please, save all the work you are doing individually (your interview notes, literature you've read, etc.). Students are also encouraged to constructively comment on others' work by suggesting revisions or ways to interpret a finding.
8. Finally, if you have concerns about your group process, please do not hesitate to contact me. I will be happy to meet with you individually or as a group and discuss your progress. Do not postpone sharing your problems and inform me ASAP.

Capstone Presentation (5% of the final grade)

Students will present their capstone papers during the last week of this course. Each team will have approximately 15 minutes (detailed instructions will be distributed in class). Students must use Power Point and email their slide presentations to the instructor at least 3 hours before the final session begins. Please, do not bring your presentations on thumb drives, as downloading them in class can be disruptive and time-consuming.

TWO BRIEF ANALYTICAL MEMOS
(25 % of the final grade each)

In addition to the term paper, students will be asked to write two brief analytical memoranda. This assignment must be completed individually/independently. For each memo, the instructor will distribute a question, and students will be given one week to write a response. Each memo should not exceed 3 pages (single spaced, Times New Roman, 12 pt. font size). This assignment will test your ability to

- find relevant literature (government reports, media reports, & articles) on a given topic pertaining to a public sector issue;
- integrate and present that literature <u>coherently and succinctly</u>;
- analyze this information using theoretical concepts and frameworks students have studied in the MPA program;
- propose a set of conclusions and answer the question posed in the assignment.

I do not expect you to conduct an in-depth or comprehensive analysis in a 3-page professional memo. Instead, I want you to write a professional assessment on a given subject. Please, see the due dates for each of the memos in the *Course Outline* section of the syllabus. Upon grading, the top three memos of your MPA class will be shared (anonymously) with the rest of the group, as examples of particularly strong work.

Format of the Memos

While I would like to avoid prescribing a particular format for your memos, I can suggest some guidelines in terms of structure.
1. Start with an introduction stating the question and explaining its importance and relevance.
2. Present and analyze any empirical evidence you were able to collect on your research question. As you begin investigating the research question, you will collect a number of materials (articles, government reports, etc.). Some of the sources you find may pertain to the *structural* aspects of the issue; others would relate to the *political* (or *cultural*, or *legal*, or *leadership-related*, or other). Attempt to <u>organize</u>, <u>present</u> and <u>analyze</u> this information. You may want to point out the limitations of the information you've gathered. If you were not able to find an important piece of evidence, you may wish to state that explicitly and explain why it would be important to have that information before you can provide a comprehensive assessment. If you are making assumptions or speculating, clearly state that.
3. In this course, we will analyze a number of case studies. Our in-class discussions as well as the handouts provided by the instructor (going through structural, political, cultural, legal, leadership-related and other aspects of public-sector phenomena) may help you organize your analysis for the memos.
4. This is a 3 page assignment, so every sentence of it has to be meaningful and has to contribute to the objectives of the memo. In the professional world, your peers' time is often limited, so you should learn how to write succinctly but incorporate enough evidence to support your conclusions. E.g., you may wish to make a general statement and list multiple sources supporting this statement, e.g. "Accounts of this [event] suggest that the leadership failed to communicate its priorities to partnering organizations (Source 1; Source 2; Source 3)." Avoid repetition or sentences that do not say much. While avoiding unnecessary details, it is okay to provide an illustration of your point.
5. Make sure to provide conclusions that are based on the evidence you have assembled. Your conclusions or recommendations have to be specific. E.g., rather than saying "this organization needs to be restructured", explain how restructuring needs to be administered: by whom and in what manner.

CLASS PARTICIPATION (15% of the final grade)

Students can participate in many ways: by asking questions, getting actively involved in case study discussions, bringing up a relevant example from your own experience, providing other insights on the topic discussed. I expect students to attend all classes and to arrive on time. Please, note that class participation will be based on peer-grading: students will be asked to grade their classmates' class participation at the end of the semester. The grade will be based not only on the frequency, but also the quality and the content of participation.

ATTENDANCE

I expect students to attend all classes and to arrive on time. If you have to miss a class, please email the instructor and let her know. There is no penalty for missing one session per semester. If you miss more than one session, your instructor will ask you to submit a brief "make-up" assignment, e.g., a 1-page reaction memo about the reading materials assigned for a session.

PERSONAL LAPTOP AND CELL PHONE USE

Please, turn off your cell phones during all class sessions. I also appreciate your avoidance of distractive practices such as excessive conversations with other students and other activities unrelated to the class.

Students are also asked not to use personal laptops, iPads, or other similar devices during lectures or case study discussions. All personal computers and cell phones have to be closed and turned off. During some in-class exercises and simulations, laptop use will be encouraged, and professor will send a special note outlining the parameters of technology utilization. This policy is aimed at reducing web browsing, email checking and typing unrelated to the content of the course. If anyone cannot take handwritten notes due to a health issue, please contact the AU's Academic Support Center (202-885-3360) or Disability Support Services (202-885-4415), and they will send me a letter about your needs and will designate a note-taker for you.

MPA REFLECTIVE ESSAYS
Due date: March 21, 2014
Note: Ms. Janet Nagler will be in touch with submission instructions prior to the due date.

In order to complete your MPA degree you need to (a) complete this course and (b) submit a written reflective essay. You will receive a grade for the course, as you would in any other course in the MPA program. You must also receive a grade of "satisfactory" (as opposed to "unsatisfactory") on the written reflective essay. Through the essay, MPA students are evaluated on their ability to integrate and apply materials from the core MPA curriculum to various management problems. The essays will be graded anonymously. Generally, your essay will have to meet the standard of a "B" grade to satisfy the "satisfactory" threshold. Any essay that receives a grade of "unsatisfactory" will then be evaluated by another faculty member. If we both concur, you will have one opportunity to revise and resubmit it for a final grade. If we disagree (i.e., a split vote occurs), the Chair of our department will be the deciding reader. The due date for these essays will be communicated by the instructor in class. The general guidelines for reflective essays are posted on the Blackboard web site, and Ms. Janet Nagler will be in touch with additional submission instructions.

INSTRUCTOR'S ASSISTANCE

While it is your responsibility to keep up with your assignments and reading materials, the instructor will be happy assist you in this process. If you feel that you do not understand a specific concept, if you need assistance or have any concerns about your performance, course content or other matters, please, contact the instructor immediately. If you do not ask questions, the instructor will assume that you understand the material and that you are benefitting from the teaching tools and methodology used in this course. Do not postpone sharing your concerns until the last day: inform me of any problems as soon as they occur.

BLACKBOARD

A Blackboard web site has been created for this course. Our course syllabus, case studies, Power Point slides are/will be posted there. Please, note that one of the forums in the "Discussion Board" section is the "Anonymous Feedback Forum". Please, do not hesitate to post your comments and general course feedback. I will appreciate your suggestions on how to improve this course.

I will use Blackboard as a tool to send out mass emails. Please, note that all messages will be sent to your AU email addresses. Therefore, you need to check it regularly, or, make arrangements to forward your AU emails to the email account of your choice.

COURSE OUTLINE

You are required to complete the readings and assignments **prior to** each session.

I reserve the right to make slight modifications in the course outline. Students will be given advanced notices in case of any changes in the schedule.

	Date	**Topic**	**Assignment**
1	1/15	Introductions Syllabus overview **LECTURE:** The study of public administration: key questions, concepts, historic paradigms.	*None*
2	1/22	**LECTURE:** Organizations: complexity, "images of organizations"; introducing the role of frames in the analysis. Structural frame of analysis: assumptions, determinants, typology, structural problems, diagnosing, restructuring, vertical and lateral communication, "sunk costs", "red tape." Group assignments distributed. Capstone project team work begins. **CASE #1** discussion.	*Required:* Bolman & Deal: Chapters 1, 3, and 4. CASE #1 <u>part A</u> (posted on Blackboard). Do not read parts B and C. *Optional:* Readings from "*Session 1" and Session 2*" folder on the CD.
3	1/29	**LECTURE:** Political frame. Micro-level analysis: coalitions, interests, power, its sources and distribution, scarce resources, conflicts, good and bad politics, political management: negotiation and bargaining. Macro-level analysis: government ecosystems (the Congress, courts, presidency, other powerful coalitions). Capstone project team work. **CASE #2** discussion.	*Required:* Bolman & Deal: Chapters 9 and 10. CASE #2a <u>Part A</u> read only (posted on Bb) CASE #2b <u>Part A</u> read and be ready to discuss in class (posted on Bb) *Optional:* Readings from "*Session 3*" folder on the CD
4	2/5	**LECTURE:** Symbolic Frame. Organizational culture (elements, determinants and roots, strong vs. fragmented cultures, adaptive vs. inward-looking cultures; strategies to manage culture as inward, outward and shared responsibility. Leadership: the importance of	*Required:* Bolman and Deal: Chapters 12 and 17. CASE #3 (on Bb) *Optional:* Readings from "*Session 4*" folder on the CD

		leadership; perennial debates in the leadership theory; does leadership make a difference; are leaders born or made; what is the best style to use. Capstone project team work. **CASE #3** discussion.	
5	2/12	**LECTURE:** Human Resource Frame. Employee motivation (definitions, content and process theories, public service motivation (Perry & Wise); historical perspective: from The Pendleton Act to the 1989 and 2003 Volcker commission reports on public service; strategic approaches in reframing human resource management. Capstone project team work. **CASE #4** discussion. **Memo #1 assignment distributed by the instructor. Due in 1 week by email.** **Note:** Simulation description will be distributed.	*Required:* Bolman and Deal: Chapter 7 CASE #4 <u>Part A only</u> (on Bb) *Optional:* Readings from "*Session 5*" folder on the CD
6	2/19	**SIMULATION I:** Creating a Community Partnership.	Read SIMULATION CASE (distributed during previous session) **Please, arrive on time and bring your laptops.** *Submit:* **Email Memo #1 by 5: 30 P.M. to <u>amirkhan@american.edu</u>**
7	2/26	**LECTURE.** Bringing the frameworks together. Introduction to New Public Management (Osborne and Gaebler; National Performance Review; Kettl's framework; NPM successes, failures, critique, and unanswered questions). Capstone project team work. **CASE #5** discussion.	*Required:* Bolman and Deal, Chapter 20. CASE #5 <u>Part A only</u> (on Bb) *Optional:* Readings from "*Session 6*" folder on the CD.
8	3/5	**LECTURE:** Privatization of public services: definitions; forms; prevalence;	*Required:* CASE #6 (on Bb)

		theories; make or buy decisions (collective vs. private goods; "worthy" goods; inherently governmental goods; shifting lines between public and private roles); empirical evidence on the privatization decision; effective contract monitoring and its determinants; privatization outcomes – does it work? Capstone project team work. **CASE #6** discussion.	*Optional:* Readings from "*Session 7*" folder on the CD
	3/12	**SPRING BREAK.** No class.	
9	3/19	**LECTURE:** Organizational performance; theoretical approaches; performance as a multidimensional concept; performance and privatization; barriers to effective performance measurement; performance measurement within the New Public Management movement; Radin: "The dark side of the performance movement"; determinants of organizational performance. Capstone project team work. **CASE #7** discussion.	*Required:* Beryl Radin: 2 papers in "*Session 9" folder* on the CD. CASE #7 (on Bb) *Optional:* Readings from "*Session 9*" folder on the CD
	3/21	**Reflective Essays Due.** (instructions will be provided by Janet Nagler before the due date)	Submit your essays according to the instructions provided by Janet Nagler.
10	3/26	**SIMULATION II:** "Collaborative Solutions to Transportation, Land Use and Community Design Issues: The City of Chance and Lucky Highway 13" **Memo #2 assignment distributed in class. Due in 1 week.** Reminder: download all files from the "Nvivo" folder on Blackboard to a flash drive and bring it to the next session.	SIMULATION CASE (distributed during previous session)
11	4/2	**LECTURE:** Interorganizational networks (definitions; the network theory; three models of governance (Considine); four management models (Agranoff and McGuire); problems of network governance; determinants of	*Required:* CASE #8 (on Bb). We will not be discussing it in class. *Optional:* Readings from "*Session 10*" on the CD

		emerging networks; network effectiveness; network management capacity). Collaboration (definitions; prevalence; reasons to collaborate; recent examples). **DISTRIBUTED:** Radin "The Accountable Juggler" Chapters 1, 2, 8. Capstone project: Introduction to Nvivo (Computer Lab)	**Email Memo #2 by 5:30 P.M. to amirkhan@american.edu**
12	4/9	**LECTURE:** Accountability and Ethics. Definitions; hierarchical acc-ty, fiscal acc-ty, legal acc-ty, political acc-ty, professional acc-ty, policy acc-ty, and moral/ethical (ethics and public administration; public values and public service values); techniques for achieving and verifying acc-ty. Historical perspective: acc-ty in the Federalist papers; acc-ty and the orthodoxy (bureaucratic acc-ty), budgets as instruments for acc-ty; political acc-ty (Bardach's "coalition of fixers" vs. Lowi's Interest Group Liberalism); growing architecture of control (legal and judicial acc-ty); acc-ty vs. responsibility; acc-ty during the Reinvention Era ("letting managers manage", acc-ty through customer service); neo-constitutionalist approach (affirming legal and judicial oversight); "new-economics of organization" (acc-ty through incentives, market acc-ty); Capstone project team work using Nvivo (Computer Lab)	*Required:* Gawthrop. Chapters 5, 6, and 7. From Radin's "The Accountable Juggler" Chapters 1, 2, 8 (hard copies distributed in class during session 10) CASE #9 (on Bb). We will not be discussing it in class. *Optional:* Readings from "*Session 11*" folder on the CD
13	4/16	No formal class. Each group makes a one-hour appointment with the instructor to discuss their term paper research. Groups will also use this week's class time to continue to analyze their data and prepare for their presentation.	Make an appointment with the instructor to discuss your progress and overall readiness. This is your chance to ask questions before presenting and submitting the capstone project.
14	4/23	Organizational analysis presentations	**EMAIL your power point slides to professor Amirkhanyan at amirkhan@american.edu by 3:30 PM.** **Also, SUBMIT: capstone papers**

			electronically to professor Amirkhanyan at amirkhan@american.edu
15	4/30	**There is NO FINAL EXAM in this course.**	*Instructor will be available (by appointment) to discuss any questions you may have.*

WRITING STYLE

All assignments must be typed in Word, on a letter size paper with one-inch margins, double-spaced (except analytical memos, which should be single spaced), and using "Times New Roman" 12 pt font size. Style, clarity and analysis count. It is not sufficient to summarize or re-state the ideas presented in a particular source or expressed during the interviews. Express your own point of view on the subject, suggest new strategies, and defend your position using logical arguments. The following general criteria will equally be used to grade all papers:

1. In-depth knowledge of the material covered in the readings, cases, and lectures; ability to apply it in the analysis.
2. Writing quality (clear, concise, logical and well-organized and formatted paper with a title, subtitles, bullet-points, and other techniques assisting in the presentation of the material).
3. Innovativeness and creativity (ability to provide interesting, thoughtful solutions to proposed questions and problems applying the material covered in this and other courses).

Note: I recommend that you take the American University Library's Information Literacy Tutorial, http://www.library.american.edu/tutorial/index.html, if you have not already done so in your academic career. It is an excellent introduction to researching and writing. Throughout this and every other course careful attention should be given to writing style, source citations, and proper listing of references, and the library's tutorial is very helpful. For questions, please refer to the library website on citations, http://www.library.american.edu/e_ref/citation.html or a college writing text such as Hacker, A Writer's Reference, www.bedfordstmartins.com/hacker/writersref. In addition, Davis, *The Rowman and Littlefield Guide to Writing with Sources* (2nd ed., 2004) is an extremely useful text. If you are more comfortable with a style manual not mentioned here, please contact me so that we can determine the best reference for you to use. The key point is appropriateness and consistency. In addition, you should evaluate websites carefully for academic quality and reputation. For guidance on website evaluation, please contact a site such as http://www.library.cornell.edu/okuref/research/webeval.html. I would also be happy to answer any questions you have on this topic.

ACADEMIC INTEGRITY

It is your responsibility to complete all assignments on your own. Feel free to discuss general ideas, concepts and techniques with the instructor, your classmates and colleagues. However, you must work individually on all papers. You may not copy (cut and paste) any information from a book, article, newspaper, web site, other students' paper, or any other source without clearly citing this source (using a footnote or an endnote) and using quotation marks. If you choose to paraphrase certain published information and include it in your paper, you do not have to use quotation marks, but you must clearly cite the source using a footnote or an endnote. Please, do not assume that I know the source of information

you are incorporating in your paper. For example, if you are working on an organizational analysis paper and would like to describe the history of the organization, you may not cut and paste its organizational history from the web site (without using quotation marks and indicating the source) and assume that I will know where it came from. Unless you clearly indicate a separate source, I will assume that you claim the authorship of information presented to me.

Please, be advised that if you copy or paraphrase information from a book, article, newspaper, web site, other student's paper, or any other source without clearly citing this source, you will get an "F" for this course. Furthermore, any breaches of the Academic Integrity Code will be reported to the Department of Public Administration and Policy.

You are expected to understand your rights and responsibilities as defined by the Academic Integrity Code: http://www.american.edu/academics/integrity/index.htm and http://www.american.edu/american/registrar/AcademicReg/New/reg8010.html).

Here are some examples of correct and incorrect citations.

Correct citation of a research paper in your text:	**Incorrect** citation of a research paper in your text:
According to Harrington and colleagues "investor-owned nursing homes deliver lower quality care than do nonprofit or public facilities" (Harrington et al. 2001, 1454). (If you repeat what someone says verbatim, you must use quotation marks and indicate the source). **According to Harrington and colleagues lower performance is found among investor owned organizations compared to public and nonprofit ones (Harrington et all 2001).** (If you choose to paraphrase, you do not have to use quotation marks, but you must indicate the source).	**According to Harrington and colleagues investor-owned nursing homes deliver lower quality care than do nonprofit or public facilities (Harrington et al. 2001, 1454).** (in this example, quotation marks are missing, which suggests that you claim the authorship of the text, even if you cite the source). **Generally, investor-owned nursing homes deliver lower quality care than do nonprofit or public facilities.** (in this example, the source and the quotation marks are missing). Note: other incorrect citations are possible.

Students are also asked to treat their classmates and the instructor with respect, sensitivity, and openness to ideas, opinions and approaches that are different from their own. Please, use these differences as a learning opportunity.

SUPPORT SERVICES

If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services are available at the university to support you in your efforts to be successful in this course. If you have a disability and might require accommodations in this course, please notify me via Disability Support Services (DSS) or the Academic Support Center (ASC) early in the semester so that I can make arrangements to address your needs.

Academic Support Center (202-885-3360, MGC 243, asc@american.edu, www.American.edu/ocl/asc) offers study skills materials and workshops, individual academic assistance, tutor referrals, and services for students with learning disabilities and ADHD. Writing support is available in the Academic Support Center (ASC) Writing Lab or in the Writing Center, Battelle-Tompkins 228, 885-2991.

Counseling Center (202-885-3500, MGC 214, www.american.edu/ocl/counseling) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (202-885-4415, MGC 206, dss@american.edu, www.american.edu/ocl/dss) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies.   In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www. prepared. american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

RECORDING OF THE LECTURES

Recording of any content from this class is prohibited unless you have my explicit written (or electronic) authorization; this prohibition includes recordings (audio and/or visual) made with so-called "smart pens," mobile devices, computers, or any other means. Students who require accommodations that would include the need to tape classes must provide a letter from the American University Academic Support Center or its Disability Support Services documenting the need for these accommodations.

FREQUENTLY ASKED QUESTIONS

1.   The syllabus specifies page limits for the paper. My paper is slightly (1-2 pages) longer/shorter. Is that OK?
Yes, do not worry if your term paper is slightly over or under the page limit (e.g., 20-30 pages). However, if you choose to submit a 15 or a 35-page paper (while the current term paper page limit is 25 pages), you may be penalized.

2.   My presentation is slightly longer than the time limit specified by the instructor. Is that OK?
No. Your presentation must be within the time limits set in the syllabus or articulated by the instructor. This is to ensure that all students have enough time to present and answer questions from the audience.

4. Do I have to use specific reference style in my paper?
You are expected to choose one style and use it consistently throughout your paper. The following link provides detailed information on various reference styles, including APA, MLA, and Chicago Manual: http://www.library.american.edu/subject/citation.html.
Please, feel free to choose any of these reference styles.

5. I do not fully understand the meaning of plagiarism. Can you provide a useful link?
The following web site includes a tutorial that will help you understand and recognize plagiarism: http://www.indiana.edu/~istd/

6. What do I need to do to get an A for my paper?
"A" requires (1) excellent execution of the assignment, (2) excellent writing, and (3) moderate to high levels of creativity/innovativeness.

7. How should I read and analyze a case study to prepare for a class?
A number of approaches are used to analyze a case study. When I read a case, I underline all aspects of organizational operations that appear to be problematic (e.g. someone might report that the nonprofit board is too large and can't communicate and work effectively; or there is a culture of routinely underestimating the expenses in the budgeting process; or organizational goals are ambiguous and often misunderstood by constituencies). I make a list of all problems I find while reading the case. Then, I sort these problems into categories: (1) structure, (2) politics, (3) human resources, (4) culture, (5) leadership, (6) other. You may use other categories to groups your "problems." I review these problems and try to understand their causes and relationships between them using the theories and the reading materials we cover in this course. I recommend using our readings, lectures, and in-class discussions, as well as your personal experience and creativity in this process. The last step involves coming up with a comprehensive strategy to address each problem.

A different approach would involve reading the discussion questions first, then reading the case keeping these questions in mind and underlying everything that is relevant to each question using different markers, and adding comments as needed (again, your analysis should be informed by the theories and frameworks you've studied in class). Then, focus on the information pertaining to each question and use our readings, lectures and in-class discussions, as well as your personal experience and creativity to come up with a comprehensive strategy to address each problem.